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ABSTRACT

This publication is a guide with the necessary materials for leading a workshop session on defining and developing effective outcomes statements for use in Chapter 1 programs. Following a list of the transparencies and handouts used in the workshop as well as an outline of the 3-hour session, a section on presenter's background information discusses the renewed emphasis on well-written outcomes statements. This section notes that such statements provide an opportunity for states and local school systems to design evaluations based on issues of particular importance to their schools and programs. This section also lists suggested readings and optional resource materials. The actual guide to the workshop covers the following areas: (1) overview (definition of desired outcomes, discussion, and activity); (2) rationale (discussion of the requirements for desired outcomes); (3) process (discussion of the elements of a desired outcome statement and activities designing and evaluating statements); and (4) debriefing (discussion and evaluation). Throughout the guide graphics indicate places to use the 12 specially designed transparencies and the 8 handouts. (JB)

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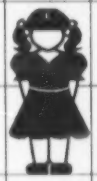
WORKSHOP GUIDE

DESIRED OUTCOMES



Includes:

1. PRESENTER'S GUIDE
2. TRANSPARENCIES
3. HANDOUTS
4. RESOURCE MATERIALS

Region E Region 5

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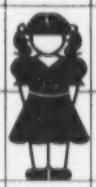
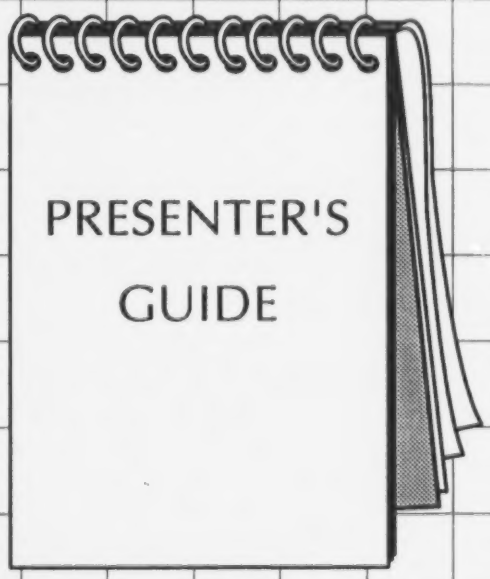
WORKSHOP GUIDE

DESIRED OUTCOMES





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DESIRED OUTCOMES WORKSHOP

Transparencies used in this workshop:

T - 1 Workshop Goals
T - 2 Overview
T - 3 What is a Desired Outcome?
T - 4 Requirements for Desired Outcomes in the Regulations
T - 5 Requirements for Desired Outcomes in the Regulations (continued)
T - 6 A Desired Outcome Statement Should Contain...
T - 7 Desired Outcome Framework *(a thru c)*
T - 8 Five Checkpoints in Evaluating Desired Outcomes
T - 9 Designing a Desired Outcome: Sample #1
T - 10 Designing a Desired Outcome: Sample #2
T - 11 Designing a Desired Outcome: Sample #3
T - 12 Designing a Desired Outcome: Sample #4

Handouts used in this workshop:

H - 1 Requirements for Desired Outcomes in the Regulations
H - 2 What is a Desired Outcome?
H - 3 Five Checkpoints in Evaluating Desired Outcomes
(optional)
H - 4 Designing and Evaluating Desired Outcomes for Program Improvement
H - 5 Activity 1: Sample Desired Outcomes To Be Critiqued
H - 6 Migrant Education: Elements of a Measurable Objective
H - 7 Migrant Education: Writing Desired Outcomes for Project Applications
H - 8 Desired Outcomes: Early Childhood

Outline

Workshop Goals	T-1			
Introduction: Overview	T-2			
Definition:				
What is a "Desired Outcome?"				
Activity:				
Brainstorming Definitions				
Discussion:				
A Definition of "Desired Outcome"	T-3			
Rationale				
Discussion:				
Requirements for Desired Outcomes	T-4,	T-5		H-1
Process				
Discussion:				
The Elements of a Desired Outcome Statement	T-6,	T-7		
Activity:				
Designing Desired Outcomes				H-2
Activity:				
Evaluating Desired Outcome Statements	T-8, T-11,	T-9, T-12	T-10,	H-3
Debriefing				
Discussion				
Evaluation				

Time

3 hours

Materials needed

flip chart, marker board, and/or blackboard
transparency projector and screen
markers, blank transparency sheets
evaluation form

Presenter's Background Information

The idea of desired outcomes is not new for Chapter 1 programs, but it is receiving renewed emphasis lately because of the opportunity it represents for states and local school systems to design evaluations based on issues of particular importance to their schools and programs. In the past, Chapter 1 programs were required only to measure aggregate performance in reading, other language arts, and mathematics in grades 2-12 and to use the results to improve the program's effectiveness. Adding the opportunity for SEAs or LEAs to define other desired outcomes of their programs recognizes the importance of focusing the evaluation on issues of state or local concern.

Historically, state and local Chapter 1 programs have expressed interest in employing indicators of program effectiveness in addition to nationally norm-referenced tests. They have argued that although the national profile gained from this one evaluation tool answers questions of how a program compares to the national average, it does not always respond to specific curricula or program intiatives by states or districts. Now the states and districts are being encouraged to define evaluation efforts that answer those kinds of questions for their Chapter 1 programs.

Carefully designed desired outcome statements provide important information about the program's effectiveness in helping children reach a goal. If these statements are to work, they must be focused on the instructional outcomes rather than on the strategies or events of the program. For example, if a program has established writing as a goal for all children and begins a writing process approach to teaching writing, the desired outcome statement should focus on the writing competencies (e.g., "Elementary grade students will write a focused, well-supported opinion paper on an issue") rather than on the way the

children were taught (e.g., "Teachers will understand and use the writing process approach to teaching writing in the elementary grades"). Describing the desired outcomes in terms of students' benefit recognizes that there are many ways to reach a given goal. Because desired outcomes are written at the LEA level, schools within an LEA can share a common goal while they find unique ways to help their students reach the goal. They may vary instructional strategies, delivery models, time allocations, and staffing in their efforts to reach a common goal such as helping students learn to write focused, well-supported papers on topics of their choice.

This session is an introduction to designing effective outcome statements.

Background Readings

Chapter 1 Final Regulations (May 19, 1989)	Sections 200.6, 200.20, 200.35, 200.38
Chapter 1 Policy Manual	pages 33-35, 58, 74, 78, 80-81, 119-121, 123-125, 127, 134, 137, 143-145, 149-157, 160-163

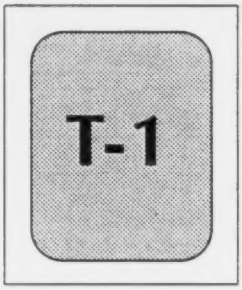
Resource Materials *(optional)*

Handouts 4-8, included in this guide, can be used as needed in any of the following ways:

a. to enhance or customize the workshop for various audiences (e.g., early childhood or migrant educators)
b. to provide additional examples for small group sessions
c. to serve as resource materials for workshop participants

WORKSHOP GOALS

5 minutes



Display T-1:

"Workshop Goals." Introduce the workshop by stating the goals.

As a result of this workshop participants will:

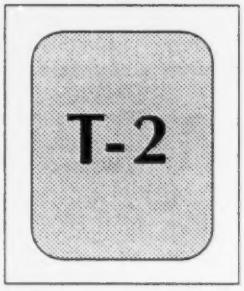
- define desired outcomes
- design grade- and subject-appropriate desired outcomes
- evaluate desired outcome examples utilizing a standard format.

NOTE TO PRESENTER

This session focuses on defining and developing desired outcome statements for use in Chapter 1 programs.

In response to Chapter 1 regulations, some states have developed specific guidelines or adapted their application and evaluation forms to be closely aligned with the language of the regulations. These guidelines will help direct the development of desired outcome statements.

If this workshop is being offered to Chapter 1 personnel within one state, it would be helpful to prepare some of the examples to fit that state's actual forms. You might use the examples from this workshop or develop others to reflect SEA or LEA initiatives.



INTRODUCTION: OVERVIEW 10 minutes

Display T-2:

"Overview." Discuss what desired outcomes are, how they are developed, and how they can be evaluated effectively.

DEFINITION:

WHAT IS A "DESIRED OUTCOME"?

30-45 minutes

Activity: Brainstorming Definitions

Purpose: The purpose of this activity is to encourage participants to think about and clarify the meaning of desired outcomes.

Depending on the size of your group, this activity can be done in either of two ways:

Small group (up to 25 people): Make a "graffiti wall" using a flip chart, blackboard, or marker board. Write "Desired Outcomes" at the top. Ask participants to walk up to the board and write a word or phrase that describes desired outcomes.

Large group (over 25 people): Write "Desired Outcomes" on a flip chart, marker board, or blackboard. Ask participants to brainstorm ideas about desired outcomes.

Discussion: A Definition of "Desired Outcome"

Display T-3:

"What Is a Desired Outcome?" and read the definition.

Using the board or transparency from the brainstorming activity, compare the ideas listed under "Desired Outcomes" to the definition. Refine the list as needed.

NOTE TO PRESENTER

Explain the following points to participants:

The concept of desired outcomes is not new to Chapter 1. Desired outcomes specify the expected consequences or benefits to children as a result of participating in the Chapter 1 program for a year.

Chapter 1 has one mandated outcome for any grade 2-12 program that provides services in reading, other language arts, and mathematics. That outcome has to be stated in NCE gains. As a result of this required desired outcome, the phrase "other desired outcomes" came to refer to any additional program goals specified by a program as well as any goals developed by programs exempt from the requirement of measurable aggregate scores expressed in NCE gains (i.e., ESL or early childhood programs).

LEAs are being encouraged to identify additional outcomes for their grades 2-12 programs in order to move closer to a state- or district-level profile in assessing program effectiveness.

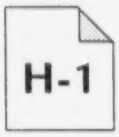
For programs exempt from the requirement that aggregate scores are expressed in NCE gains (early childhood and ESL programs), desired outcome statements offer the opportunity to focus the evaluation on the critical elements of their programs as well as to measure progress.

Probe for clarification of traditional thought about desired outcomes (i.e., behavioral objectives) and how they relate to the program application.

RATIONALE

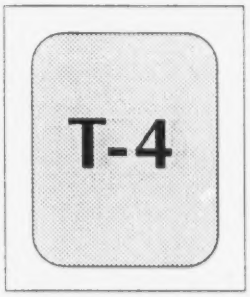
20 minutes

Discussion: Requirements for Desired Outcomes



Tell participants that H-1:

"Requirements for Desired Outcomes in the Regulations" contains the same information as the following discussion and transparencies. They may follow the discussion with the handout or save it for later reference. Explain that the handout contains sections reprinted from the law (Sec. 200).



Display T-4:

"Requirements for Desired Outcomes in the Regulations." The transparency summarizes the main points of Section 200.6(b) of the Hawkins-Stafford Amendments. Explain that desired outcomes are developed in order to examine the degree to which the program has met its primary purposes. To examine the program success, the desired outcomes developed should directly relate to the purposes of Chapter 1.

T-5

Display T-5:

"Requirements for Desired Outcomes in the Regulations (continued)." The regulations specify several ways that desired outcomes are used by LEAs:

In an LEA's application. When LEAs apply for Chapter 1 funding, they must specify the standard by which they will judge program effectiveness. The standard is communicated through desired outcomes.

In an LEA's evaluation. LEAs use the desired outcome statements to focus evaluation activities on the aspects of student performance that constitute program success.

In an LEA's review. LEAs use desired outcomes along with aggregate performance measurements in their annual school-level reviews of program effectiveness.

In identifying schools for program improvement. Desired outcomes provide a basis for identifying school-specific programs in need of improvement. If a school does not meet the level of achievement specified in the LEA's desired outcome statement, it must enter a program improvement process.

In identifying students for program improvement. Desired outcome statements serve as a basis for identifying students for whom the program has not been successful. These students' needs must be considered in any program changes or adaptations.

PROCESS

75-90 minutes

Discussion: The Elements of a Desired Outcome Statement

Display T-6:

"A Desired Outcome Statement Should Contain..." and ask participants to keep the following questions in mind during this discussion and activity:

What do we want a graduate of our project (school, district) to learn or accomplish?

What will we use to measure success?

What level of success will show substantial progress?

When do we want to accomplish and measure our goal?

Display T-7a/b/c:

"Desired Outcome Framework." (You might want to mention that the framework shown on these transparencies is reproduced on page 2 of H-2: "What is a Desired Outcome?")

Explain that in developing a desired outcome statement, four aspects should be considered:

1. The **goal** should be
   - global
   - focused on instructional aspects of program
   - appropriate for all children

2. The **outcome indicator** should be
   - an appropriate measure
   - a reliable and valid indicator
   - reasonable to obtain

3. The **standard or performance level** must be
   - defined in terms of individual student performance and program performance
   - set at the level you believe reasonable (attainable but challenging)

- set by the LEA, although individual schools must use it to determine program effectiveness

4. **Time frame** must specify time(s) of year when student performance will be measured to assess progress in meeting the desired outcome.

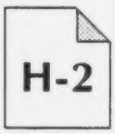
NOTE TO PRESENTER

Not all states will have these specific components listed in their applications. However, the language used might reflect a statement that specifies an expected level of accomplishment on a designated measure at a certain point in time.

Activity: Designing Desired Outcomes

Purpose: The purpose of this activity is to give participants hands-on practice in designing desired outcomes using the four components of goal, outcome, standard, and time frame.

Ask participants to form groups of 4-5 people.



Distribute H-2:

"What Is a Desired Outcome?" Using the narratives on page 3 of the handout, have the participants identify the components of each desired outcome. With the group, practice writing three different desired outcomes. Record participants' responses on the blank framework forms on T-7a, T-7b, and T-7c. Alternatively, participants, working individually or in groups, can record their own responses on page 2 of H-2.

NOTE TO PRESENTER

Goal statements may vary from global (e.g., "Students will write effectively") to specific (e.g., "Students in grades 3-6 will write a fictional story with two or more characters, plot line, and conclusion"). The goals in the handout narratives offer a middle ground. If the participants are having difficulty with the goal statement, discuss the range from global to specific.

Practice converting the narratives into the framework until the participants have a good sense of each component and its purpose.

For example, using the first narrative:

Goal

Students will learn to communicate an original story idea through writing.

Outcome indicator

Average holistic score on a 4-point scale (1 = high, 4 = low), as assigned by two raters.

Standard

Two-thirds of Chapter 1 students will receive an average score of 1 or 2.

Time frame

Spring assessment.

Determine the similarities and differences among the groups as they proceed through the steps in their desired outcomes designs. Record these similarities and differences on a marker board or transparency.

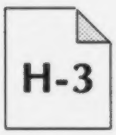
Ask participants to note the applicability of any parts of this exercise to designing desired outcomes in their own schools, districts, or programs. Discuss as time allows.

This is a good place to take a break.

Activity: Evaluating Desired Outcome Statements

Display T-8:

"Five Checkpoints in Evaluating Desired Outcomes." These checkpoints are also reproduced in H- 3. The presenter should discuss each point individually as the participants follow along with the handout.



H-3:

"Five Checkpoints in Evaluating Desired Outcomes."

Explain that the levels of achievement specified in the standard for substantial progress of the desired outcomes will be used to identify schools and students for which there is a need for program improvement. Therefore, LEAs should proceed thoughtfully in developing outcome statements. Here are five checks to aid in assessing desired outcomes:

1. Are they important to the success of the program?
The primary emphasis should relate to the program goals.

For example, if the goals of the reading programs are to improve reading skills, comprehension, and reading habits, focus the desired outcomes on these goals.

2. Do they receive emphasis in the instructional program? They should bear an obvious connection to the content of the program.

For example, if writing process is emphasized in the program, examine writing, not a fill-in-the-blank grammar test, in the desired outcome.

3. Are they attainable yet challenging? Set performance for determining substantial progress at a level that moves the program forward toward the goal. New levels should reflect improved achievement as the program improves.

4. Are they reasonably easy to measure? Be sure the tools are available and efficient.

For example, designing an assessment that takes three hours per student may give abundant information but be so costly and time consuming that the instructional program has to close in April in order to conduct the assessment.

5. Can the recordkeeping requirements be adequately addressed? Design a system of recording and tracking that can be maintained with the resources available.

For example, determine how the data will be used and prepared to make them readily available in the groupings you need before you gather them.

Display T-9:
"Designing a Desired Outcome: Sample #1" and ask the large group to assess the desired outcome statement according to the five checkpoints.

This statement meets the checkpoint standards.

Display T-10:
"Designing a Desired Outcome: Sample #2" and ask the large group to assess the desired outcome statement according to the five checkpoints.

In addition to the five checkpoints, ask the group to consider the four components of a desired outcome (goal, outcome indicator, standard, and time frame).

This is an example of a poorly worded outcome. It has a goal--improve reading and comprehension of nonfiction--but it has no outcome indicator, standard, or clear time frame.

Words like "more" are not helpful. We need to know "how much more?" and "more than what?" The desired outcome statement should set a clearly defined level of acceptable achievement or substantial progress toward meeting the goal.

Ask participants to fix Sample #2 so that it is appropriately worded and addresses the five checkpoints. It should also contain the four components of a desired outcome:

Goal

Students will improve their abilities to read and understand nonfiction writing.

Outcome indicator

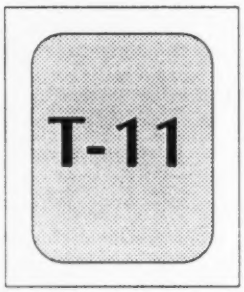
Publisher's unit mastery tests on the nonfiction reading units in grades 4, 6, and 8 (two per grade).

Standard

Students will show an average score at or above the basic competence level suggested for their grade.

Time frame

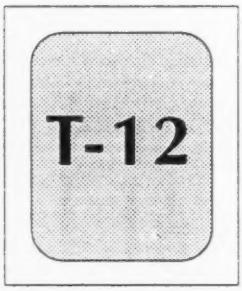
Spring assessment



Display T-11:

"Designing a Desired Outcome: Sample #3" and ask the large group to assess the desired outcome statement according to the five checkpoints.

This is an acceptable outcome narrative. An LEA with this narrative should consider whether it has people who could score the sample and who have the time to do it.



Display T-12:

"Designing a Desired Outcome: Sample #4" and ask the large group to assess the desired outcome statement according to the five checkpoints.

Considering the four parts of a desired outcome, this narrative contains a good goal statement but no indicator, standard, or time frame. In addition, it confuses outcomes (student effects) with instructional strategies (teacher practices). Desired outcomes should focus on what the results will be for students rather than on how teachers will teach.

Encourage the group to suggest alternatives. Refer to other narratives in the handout to find a better expression of this desired outcome that contains all four components. For example:

Goal

Kindergarten and grade 1 students will develop age-level-appropriate abilities to understand spoken language.

Outcome indicator

ITBS subtests in listening and language

Standard

Average subtest scores will be within six months of the scores expected of kindergarten and grade 1 students (using grade equivalents).

Time frame

Spring assessment

DEBRIEFING

10 minutes

Discussion

Review and discuss the four components of a desired outcome (goal, outcome, standard, time frame). Solicit examples of statements for each of the four parts.

NOTE TO PRESENTER

You may want to review the definition and rationale of desired outcomes at this point. Use T-3: "What Is a Desired Outcome?" and H-1: "Requirements for Desired Outcomes in the Regulations."

Review and discuss the checkpoints for evaluating desired outcome statements.

Evaluation

Ask participants to fill out an evaluation form and share with the group their answers to the following questions:

What did you learn in this workshop?

What did you do to make it happen?

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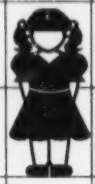
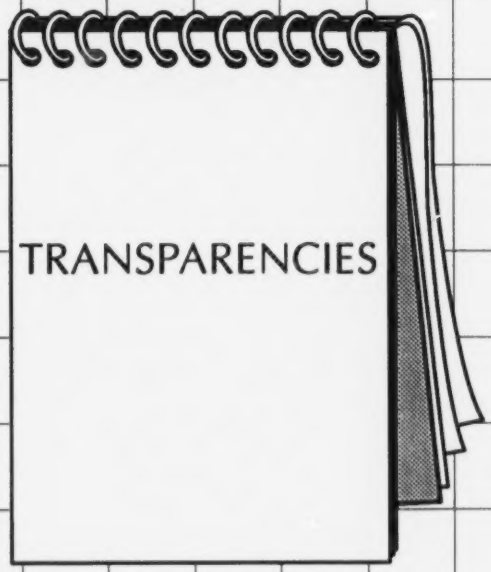
DESIRED OUTCOMES





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WORKSHOP GOALS

As a result of this workshop participants will be able to:

- define desired outcomes
- design grade - and subject - appropriate desired outcomes
- evaluate desired outcome examples utilizing a standard format.

OVERVIEW

What is a desired outcome?

How are desired outcomes developed?

How should desired outcomes be evaluated?

WHAT IS A DESIRED OUTCOME?

A desired outcome is a goal statement or measurable objective that focuses on what children will learn and accomplish as a result of their participation in a Chapter 1 program.

REQUIREMENTS FOR DESIRED OUTCOMES IN THE REGULATIONS

(Definition -- Sec. 200.6)

"Desired Outcomes" means an LEA's goals to improve the educational opportunities of educationally deprived children to help those children --

(i) Succeed in the regular education program of the LEA;

(ii) Attain grade-level proficiency; and,

(iii) Improve achievement in basic and more advanced skills.

T-4

REQUIREMENTS FOR DESIRED OUTCOMES IN THE REGULATIONS (continued)

• In an LEA's application	Sec. 200.20
• In an LEA's evaluation	Sec. 200.35
• In an LEA's annual local review	Sec. 200.38
• In identifying schools for program improvement	Sec. 200.38(b)
• In identifying students for program improvement	Sec. 200.38(d)

T-5

A DESIRED OUTCOME STATEMENT SHOULD CONTAIN:

- goal
- outcome indicator
- standard of performance level
- time frame.

DESIRED OUTCOME FRAMEWORK:

1. The goal should be
   - global
   - focused on instructional aspects of program
   - appropriate for all children.

DESIRED OUTCOME FRAMEWORK: (continued)

2. The outcome indicator should be
   - an appropriate measure
   - a reliable and valid indicator
   - reasonable to obtain.

T-7b

DESIRED OUTCOME FRAMEWORK: (continued)

3. The standard or performance level must be
   - defined in terms of individual student performance and program performance
   - set at the level you believe reasonable (attainable but challenging).
   - set by the LEA, although individual schools must use it to determine program effectiveness.
4. Time frame must specify time(s) of year when student performance will be measured to assess progress in meeting the desired outcome.

T-7c

FIVE CHECKPOINTS IN EVALUATING DESIRED OUTCOMES

1. Important to program success?
2. Emphasized in instructional program?
3. Attainable yet challenging?
4. Reasonably easy to measure?
5. Recordkeeping requirements adequately addressed?

SAMPLE #1

Students will become proficient in appropriate grade-level math skills. The publisher's end-of-year tests will be administered. Sixty percent of the Chapter 1 students in grades 2-8 will score 70 percent or higher on their grade-level tests.

GOAL:

OUTCOME INDICATOR:

STANDARD OR PERFORMANCE LEVEL:

TIME FRAME:

SAMPLE #2

Students will improve their abilities to read and understand nonfiction this year so they will read more.

GOAL:

OUTCOME INDICATOR:

STANDARD OR PERFORMANCE LEVEL:

TIME FRAME:

SAMPLE #3

Middle-school students (grades 5-8) will write a focused essay with support for and elaboration of the main idea. Spring writing samples will be collected and analytically scored on focus, support and elaboration. Sixty percent of the students will score an average of 5 or better on an 8-point scale.

GOAL:

OUTCOME INDICATOR:

STANDARD OR PERFORMANCE LEVEL:

TIME FRAME:

SAMPLE #4

Kindergarten and grade 1 students will develop appropriate age-level abilities to understand spoken language. Teachers and aides will work with them on expression through drama to improve these skills.

GOAL:

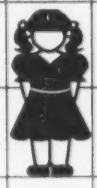
OUTCOME INDICATOR:

STANDARD OR PERFORMANCE LEVEL:

TIME FRAME:

WORKSHOP GUIDE

DESIRED OUTCOMES



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REQUIREMENTS FOR DESIRED OUTCOMES IN THE REGULATIONS*

Definition (Sec. 200.6)
"Desired outcomes" means an LEA's goals to improve the educational opportunities of educationally deprived children to help those children--

(i) Succeed in the regular educational program of the LEA;
(ii) Attain grade-level proficiency; and
(iii) Improve achievement in basic and more advanced skills.

As part of an LEA's application (Sec. 200.20)
An LEA may receive a subgrant under this part for any fiscal year if the LEA has on file with the SEA an application that contains...a description of ...the desired outcomes for children participating in the Chapter 1 project, in terms of basic and more advanced skills that all children are expected to master, that will be a basis for evaluating the project....

As part of an LEA's evaluation (Sec. 200.35)
An LEA shall evaluate...the effectiveness of its Chapter 1 projects,...on the basis of desired outcomes described in the LEA's application.

As part of an LEA's local, school-level review (Sec. 200.38)
For each school project, an LEA shall...conduct an annual review of the effectiveness of its Chapter 1 project in improving student performance as measured by aggregate performance and the desired outcomes described in the LEA's application.

As an identifier of schools for program improvement (Sec. 200.38)
...with respect to each school that...does not show substantial progress toward meeting the desired outcomes described in the LEA's application...the LEA must develop and implement a plan for program improvement.

As an identifier of students for program improvement (Sec. 200.38)
Identify all students who...have not shown substantial progress toward meeting the desired outcomes established for participating children under Sec. 200.20.

*Final Regulations, *Federal Register*, Friday, May 19, 1989

WHAT IS A DESIRED OUTCOME?

A desired outcome is a goal statement or measurable objective that focuses on what children will learn and accomplish as a result of their participation in a Chapter 1 program. The desired outcome should be stated in terms of basic and more advanced skills that all children are expected to master.

A desired outcome statement should contain the following elements:

Goal	what we want children to learn or accomplish
Outcome Indicator	what we will use to measure success
Standard or Performance Level	what level of success will show substantial progress
Time Frame	when we will carry out the program and measure it

DESIRED OUTCOME FRAMEWORK

Goal: _____

Outcome Indicator: _____

Standard or Performance Level: _____

Time Frame: _____

NARRATIVE EXPRESSIONS OF DESIRED OUTCOME EXAMPLES

A. Students will learn to communicate an original story idea through writing. Writing samples will be collected in the spring and holistically scored by two raters. At least two-thirds of the Chapter 1 students will receive a score of 1 or 2.

B. Preschool students will improve social and academic skills. The Learning Assessment Profile (LAP) will be administered in the fall and spring. Cognition, language, motor, and social subtests will be scored. Substantial progress will be made if the average increase in subtest scores is at least 18 percent.

C. Students in grades 1 through 6 will master reading skills from the school system's District Skills Continuum (DSC). Their progress in mastering reading skills will be assessed at the end of the school year. It is expected that at least 70 percent of the students will achieve at least 65 percent mastery on the DSC.

D. Kindergarten and Grade 1 students will develop early reading skills so they can read in a grade-appropriate manner. The district's Early Reading Skills Checklist will be completed in the spring for each student. Average mastery of 67 percent or higher on a grade-level-appropriate inventory of skills from this checklist will indicate substantial progress.

E. Kindergarten and Grade 1 students will develop age-level-appropriate abilities to understand spoken language. Subtests in listening and language from the ITBS will be administered in the spring. Average subtest scores will be within 6 months of the scores expected of Kindergarten and Grade 1 students (using Grade Equivalents).

FIVE CHECKPOINTS IN EVALUATING DESIRED OUTCOMES

1. Are they important to the success of the program?

Your desired outcomes should reflect your goals in meeting the three purposes of Chapter 1: to improve the educational opportunities of educationally deprived children to

succeed in the regular program,
attain grade-level proficiency, and
improve achievement in basic and more advanced skills.

2. Do they receive emphasis in the instructional program?

One of the important benefits of developing desired outcomes for your Chapter 1 program is that the efforts of Chapter 1 staff and classroom teachers are focused on reaching the desired outcomes. Desired outcomes, in order to be reached, must be understood by instructional staff and receive emphasis in the day-to-day instructional program.

3. Are they attainable yet challenging?

After a desired outcome has been established, setting a suitable standard or performance level to show substantial progress toward meeting the desired outcome can be difficult, particularly during the first year or two. Specific baseline data to use in making performance-level determinations may not be readily available. However, in many cases there are some data available that will help in setting performance levels that are both challenging and attainable.

4. Are they reasonably easy to measure?

Some outcome indicators may sound good when they are written as measures of desired outcomes but can be difficult in the data-gathering stage. Care should be taken to think through the kinds of data that will be required to measure progress and how the data will be collected.

5. Can the recordkeeping requirements be addressed adequately?

It is important to remember that someone will have to be responsible for gathering the assessment data called for in the desired outcomes. How the gathering will be done, recorded, maintained over time, and organized for access should be considered carefully as the desired outcomes are developed.

Designing and Evaluating Desired Outcomes for Program Improvement

Overview

As stated in the Federal Register Proposed Rules, Vol. 53, No. 204, October 21, 1988, p. 41470, "The use of national evaluation standards does not satisfy the full evaluation requirements for an LEA or SEA." Rather, in addition to using the national evaluation standards to assess student achievement, an LEA "is also required. . . to evaluate the effectiveness of its projects. . . in terms of basic and more advanced skills on the basis of the desired outcomes described in the LEA's application. Evaluation of desired outcomes . . may include the use of criterion-referenced tests or may measure reduction in dropout rates, improved attendance, or other indicators of program effectiveness."

Specifying Desired Outcomes

To focus delineation of an LEA's desired outcomes, it may be helpful to refer to the three purposes of Chapter 1.

The purpose of Chapter 1 assistance, as stated on page 41474 of the Proposed Rules, Section 200.1, is to "improve the educational opportunities of educationally deprived children by helping these children --

1. succeed in the regular program of the LEA;
2. attain grade level proficiency; and
3. improve achievement in basic and more advanced skills."

Such stated purposes suggest that desired outcomes identify those activities and achievements which would enable accomplishment of the goals of the Chapter 1 program.

Sample Desired Outcomes

A. Direct Measures of Student Achievement other than norm-referenced test results (Note: Since Pre-K, K, and Grade 1 data are not aggregated, a desired outcome should be stated if a district has a Chapter 1 program at these levels.)

   1. An increasing percentage of participating Chapter 1 students will earn passing grades of C, B, or A as reported annually by the classroom teacher in the subject areas of reading, language arts, and mathematics.

   2. In each Chapter 1 school building, the promotion rate of participating Chapter 1 students will increase by _____ percent over the 1988-89 rate.

3. An increasing percentage of participating Chapter 1 students will demonstrate mastery of basic and advanced skills appropriate to their grade placement as measured by the state or system-wide criterion-referenced testing program (e.g., ISTEP, West Virginia STEP, the basal reader assessment program).

4. The percentage of participating Chapter 1 students whose instructional reading level placement is on or above grade level will increase by ten percent annually.

5. More than ___ percent of the participants receiving Chapter 1 basic skills services in grades 1 through 8 will demonstrate positive NCE gains as evidenced by posttest NCEs which exceed their pretest NCEs. This percentage will increase by ___ percent per year between June, 1988 and June, 1991. This indicator will be monitored annually for students receiving reading, English, language arts, and mathematics services.

6. Each site will evidence a _____ percent increase in the number of Chapter 1 students receiving grades of A and B and a ___ percent decrease in the number of students receiving grades of D and F in the core subjects of reading, language arts, mathematics, social studies, and science from spring, 1988 to spring, 1989. This analysis will be conducted separately for each subject area.

7. At least _____ percent of all participating Chapter 1 students in a school will evidence a positive NCE gain in basic and advanced skills in the areas of reading and mathematics as measured by _____.

8. The achievement of participating Chapter 1 students will be evidenced by a gain of at least ___ NCEs from pretest to posttest in the separate areas of reading and mathematics.

9. Achievement of kindergarten and first grade students of each Chapter 1 designated school will show gain of at least ___ NCEs from pretest to posttest in norm-referenced tests of reading and mathematics.

10. Achievement of kindergarten and first grade students of each Chapter 1 designated school will show at least ____ percent skill mastery from pretest to posttest as measured by the system-wide criterion referenced testing program or an adopted skill checklist.

B. Indicators of student performance which are related to achievement

1. Ninety percent of participating Chapter 1 students will read a minimum of ___ library books during the school year.

2. Participating Chapter 1 students will evidence improved academic performance in the regular classroom as indicated by the classroom teacher's perceptions of

that performance. Substantial progress is indicated when the classroom teachers of 75% of Chapter 1 students judge their Chapter 1 students to have made significant academic progress from October 1 to May 1 of each year as reported by responses to a survey completed at the two points in time.

C. Other indicators of program effectiveness

1. An increasing percentage of participating Chapter 1 students will have school attendance records of ninety percent or better for the academic year.

2. In each Chapter 1 building, the average daily attendance of Chapter 1 students will increase by two percent the first year and one percent in subsequent years.

3. An increasing percent of parents of participating Chapter 1 students will become involved in their child's instructional program as evidenced by participation in a home reading program, a computer-assisted program, a homework tutor program, or _____.

4. Each Chapter 1 school will improve upon its 1988-1989 performance with respect to Chapter 1 student promotion by ___ percent annually.

Advice

Three elements should be incorporated in a desired outcome for it to be complete. A desired outcome must specify:

a) what is to be done by whom;
b) how it is to be measured; and
c) what level of performance will be used to indicate success.

Factors that are selected to be targeted in desired outcomes should be related, directly or indirectly, to student achievement. Attributes of program effectiveness might be useful for identifying and targeting desired outcomes related to those factors which facilitate or enable student achievement; however, difficulties arise with regard to instrument reliability and quantification of results.

For example, the following desired outcome targeting coordination of the regular classroom program with the Chapter 1 program is inadequate since the means for assessing the coordination and a quantifiable level of performance indicating growth are not specified.

Each Chapter 1 teacher and regular classroom teacher will coordinate and implement a reading and writing curriculum that is consistent with the regular classroom instructional program and involves each Chapter 1 student.

ACTIVITY 1: SAMPLE DESIRED OUTCOMES TO BE CRITIQUED

Study the two desired outcome statements that follow and critique them in terms of:

A. Necessary components
   - goal
   - outcome indicator
   - standard or performance level
   - time frame

B. Important features
   - importance to program success
   - receives emphasis in instructional program
   - attainable yet challenging
   - does not require unreasonable efforts to measure

Sample 1

Chapter 1 students will show improved comprehension of what they read as shown by improved performance on tests.

a. Is it well stated?
b. What is wrong or missing?
c. Try to improve it.

Sample 2

Chapter 1 mathematics students will be able to use strategies (make a chart, draw a picture, guess and test, use manipulatives, etc.) to solve non-routine problems by the end of the school year.

a. Is it well stated?
b. What is wrong or missing?
c. Try to improve it.

Migrant Education: Elements of a Measurable Objective

Does the Objective....	Very Well	Needs Help	Not Addressed
1. **define the target population?** (e.g., students by grade level or grade cluster, student by services received, parents by migrant status, and local migrant projects by geographical area)			
2. **tell what proportion of the target population will achieve the desired outcome?** (e.g., three quarters, 80 percent, at least 25 percent, all)			
3. **tell what the target population will do?** (e.g., be promoted, achieve an average daily attendance rate of 90 percent, attend five parent activities, increase recruitment by 10 percent)			
4. **tell when the desired outcome should be achieved?** (e.g., when school begins in the fall, during the summer term, during the regular school year, by the beginning of the summer term project)			
5. **specify what information will be used to determine achievement, or progress toward achievement, of the desired outcomes?** (e.g., grade placement in the home-base school, average daily attendance records, parent activity attendance rosters, MSRTS enrollments)			
6. **define a standard for comparison, improvement, or reasonable level of maintenance?** (e.g., state or national level or rate, non-project comparison group, above last year's level of involvement, previous year's level or rate)			

ACTIVITY	CRITIQUE
Need	
Desired Outcome as a Measurable Objective	
Activities Designed to Attain Objective	
Methods for Handling Data Collection: Interpretation: Reporting:	

*Based on work by B.A. Pringle for E.S.C.O.R.T.

MIGRANT EDUCATION:

WRITING DESIRED OUTCOMES FOR PROJECT APPLICATIONS

One of the difficulties associated with setting measurable objectives for Migrant Education students is measuring gains in short-term projects such as a three- to six-week summer term. Another difficulty is involving parents in the education of their children in the home. The following examples of desired outcomes were developed by Migrant educators in Arizona to address these and other outcomes that are difficult to measure.

GENERIC OBJECTIVES

Writing reasonable, sound, measurable objectives is often difficult for teachers and tutors who are in the best position to judge the validity of desired outcomes for target students. Participants at Arizona's regional meetings for Migrant project directors thought that generic objectives that were correct in format would be useful tools for teachers to use as a foundation for setting reasonable objectives. Following are some "generic" examples written by teachers and administrators.

Generic Objective #1

By the end of the ____ week project, all interested parents of Migrant Education children in grades ____ through ____ will receive (1) basic information on the program, (2) instruction on how to work with their children on basic and advanced skills, and (3) instructional materials for tutoring their children. _____ percent of participating parents will demonstrate ____ percent parent/child instruction interaction as measured by the instrument displayed below (one side of this instrument should be in English and the other side in the home language of the parent):

Did you instruct your child this week on...

	Week 1	Week 2	Week 3	Week 4
1.				
2.				
3.				
4.				

Generic Objective #2

All incoming North High School freshmen will receive ESL instruction in advanced skills during a ____ week period. By the end of the project, ____ of the students will

a. achieve _____.
b. master _____ objectives.
c. complete _____ projects.
d. demonstrate proficiency (_____ out of a possible _____ points) as measured by the _____.

Generic Objective #3

By the end of the _____ week project, _____ percent of the students enrolled in grades _____ through _____ will receive instruction in _____ and _____. Students will demonstrate progress by producing _____ original age-appropriate stories and receiving a score of _____ or higher on a holistic scoring device.

Using the attached SAPNA, write four measurable objectives that are reasonable using the actual student data.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Desired Outcomes: Early Childhood

The basis for assessing effectiveness of early childhood Chapter 1 programs is **progress toward desired outcomes**, because early childhood programs serving preschool, kindergarten, and grade one are not required to report aggregate achievement performance data.

A desired outcome is a **goal statement or measurable objective** which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. The desired outcome should be stated in terms of the skills that ***all*** children are expected to master.

Desired outcomes may be expressed in terms of promotion, progress in the regular program, and/or mastery of curriculum objectives. These desired outcomes are stated in the LEA application. The assessment of desired outcomes may involve use of developmental checklists, criterion-referenced tests, observational scales, teacher ratings, skill mastery checklists, retention records, and other data needed to document the program's effectiveness.

A desired outcome should contain a. . .

Goal -- What the children are to learn or accomplish;

Outcome Indicator -- What will be used to measure achievement;

Standard or Performance Level -- What level of achievement will show substantial progress; and

Time Frame -- Over what period of time measurement will occur.

Desired outcomes should reflect the **experience, focus**, and **needs** of the particular Chapter 1 project and/or program.

Factors selected to be targeted should be related, directly or indirectly, to student achievement. Attributes of program effectiveness might be useful for identifying and targeting desired outcomes related to those factors which facilitate or enable student achievement. However, difficulties can arise with regard to instrument reliability and quantification of results.

Five Checkpoints in Developing Desired Outcomes

1. Be important to the success of the program.

Desired outcomes should reflect the basic goals of the Chapter 1 program -- to improve the educational opportunities of educationally deprived children to:

- succeed in the regular program
- attain grade/age-level proficiency; and
- improve achievement in basic and more advanced skills.

2. Receive emphasis in the instructional program.

One of the important benefits of developing desired outcomes for the Chapter 1 early childhood program is to focus the efforts of Chapter 1 staff and classroom teachers toward reaching the desired outcomes. *Desired outcomes*, in order to be reached, *must be understood by instructional staff and receive emphasis in the day-to-day instructional program.*

3. Be attainable, yet challenging.

Perhaps the most difficult part of developing desired outcomes during the first year or two is setting suitable standards or performance levels. Specific, baseline data to use in making performance-level determinations may not be readily available. In many cases, however, there is some data available that will help in setting performance levels that are both challenging and attainable.

4. Not require unreasonable efforts to measure.

Some outcome indicators may sound good when they are written into a desired outcome, but can present difficulties in the data gathering stage. An example of a difficult indicator could be a student's average math grade for the year. Unless the report card or cumulative record card calls for this single average grade, it would require a great deal of effort to average the grades for the four or six marking periods or the two semesters. A better outcome indicator may be a single nine-week or semester grade.

5. Specifically address projects or services below grade 2.

Since pre-post testing (aggregate performance data) is not required for Chapter 1 students below grade 2, it is very important for one or more desired outcomes to address goals for these projects and students.

Desired Outcomes for Grades K - 1

LEAs are required to evaluate all components of their Chapter 1 project and/or program. Grades 2 - 12 are minimally evaluated by means of pre-post testing plus desired outcomes. For grade 2 and below, only desired outcomes are required.

Desired outcomes have to be customized to be appropriate for each, particular early-childhood program.

The following examples are actual desired outcomes contributed by school district staff from several different geographic areas of the country. These are samples of desired outcomes being developed in the field and reflect local decisions. They are not intended to present required models nor do the numbers and percentages reflect state or federal required standards.

Example 1: Chapter 1 kindergarten students will attain the skills necessary for successfully starting grade 1. Progress toward meeting this goal will be measured by the end-of-year checklist completed by the kindergarten teacher [The measure could also include teacher survey, grade card, number of books read, portfolio of student work over time, etc.]. At least 75% of the students will reach 80% of the objectives expected of all students entering grade 1.

Example 2: First grade Chapter 1 students will master the skills expected of grade 1 students as outlined in the first grade curriculum guide. Success will be measured by a student's promotion to grade 2. Over the three-year period the promotion rate will increase from its present 83% to 97% of Chapter 1 first graders. For the first year the promotion rate will improve to 88%, the second year to 92%, and the third year to 95%.

Desired Outcomes for Grades K - 1 (Cont.)

Example 3: 85% of participating Chapter 1 students will read, or have read to them, a minimum of ___ books during the school year as tabulated by Chapter 1 teachers and parents.

Example 4: Via survey, ___% of the Chapter 1 K-1 students will be judged by their regular classroom teachers to be making satisfactory progress in the regular school program. The appropriate K and Grade 1 surveys will be developed in coordination with the Chapter 1 teacher. The time frame will be from first grading period to third grading period.

Example 6: Chapter 1 first grade students will show significant improvement in their pre-reading and reading ability as measured by the _____ Test. The test will be given in the fall and spring and can be criterion-referenced when used below grade 2. (Fall-spring testing is permissible below grade 2 and NCEs are not required.) There will be an average NCE gain of +2.

Early Childhood Key Experiences Checklist

Key experiences that are fundamental to a young child's learning and development are most likely to occur in situations where the child is actively involved. They include such components as:

- the use of concrete materials
- active manipulation of objects
- freedom of choice
- rich language opportunities, and
- the provision of teacher and/or parent support.

The following checklist for use in developing and/or evaluating learning situations is based on the key experiences in child development identified in the HIGH/SCOPE curriculum [In: *Introduction to the HIGH/SCOPE Curriculum: A Two-Day Workshop*. (1986). Ypsilanti, MI: HIGH/SCOPE Educational Research Foundation.].

SOCIAL & EMOTIONAL DEVELOPMENT

___ Making & expressing choices, plans, & decisions
___ Recognizing & solving problems
___ Expressing & understanding problems
___ Taking care of one's own needs
___ Understanding routines & expectations
___ Being sensitive to other's feelings, interests, needs & background
___ Building relationships w/ other children & adults
___ Creating & experiencing collaborative play
___ Developing strategies for dealing w/ social conflict

PHYSICAL DEVELOPMENT

___ Moving in locomotor ways
___ Moving in non-locomotor ways
___ Moving with objects
___ Following movement directions
___ Describing movement
___ Expressing creativity in movement
___ Feeling & expressing rhythm & beat
___ Moving with others to a common beat

COGNITIVE DEVELOPMENT

Space

___ Fitting things together & taking them apart
___ Rearranging & reshaping objects: twisting, folding, stretching, stacking, & observing the changes
___ Observing things & places from different spatial viewpoints
___ Experiencing & describing relative positions, directions, & distances
___ Experiencing & representing one's own body
___ Learning to locate things in different environments: classroom, school, neighborhood
___ Interpreting representations of spatial relations in drawings & pictures
___ Distinguishing & describing shapes

COGNITIVE DEVELOPMENT (cont.)

Representation

___ Recognizing objects by sound, touch, taste, & smell
___ Imitating actions & sounds
___ Relating pictures, photographs & models to real places & things
___ Role-playing & pretending
___ Making models out of clay, blocks, etc.
___ Drawing & painting

Time

___ Starting & stopping an action on signal
___ Experiencing & describing different rates of movement
___ Experiencing & comparing time intervals
___ Observing change
___ Recalling events, anticipating events, & representing the order of events
___ Using conventional time units & observing that clocks & calendars mark the passage of time

Language

___ Talking w/others about personally meaningful experiences
___ Describing objects, events, & relationships
___ Having fun w/language: rhyming, making up stories, listening to poems & stories
___ Writing in various ways: drawing, scribbling, like forms, invented spellings, conventional forms
___ Having one's own language written down & read back
___ Reading in various ways: recognizing letters, words, & symbols & reading storybooks & print

Classification

___ Investigating & labeling the attributes of things
___ Noticing & describing how things are the same & how they are different
___ Sorting & matching
___ Using & describing something in several different ways
___ Distinguishing between some and all
___ Holding more than one attribute in mind at a time
___ Describing what characteristics something does not possess or to what class it does not belong

Seriation

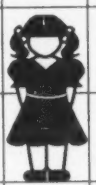
___ Comparing along a single dimension: longer/shorter, rougher/smoother, etc.
___ Arranging several things in order along the same dimension & describing the relationships: longest, shortest, etc.
___ Fitting one ordered set of objects to another through trial & error

Number

___ Comparing number & amount: more/less, more/fewer, same amount
___ Arranging two sets of objects in one-to-one correspondence
___ Counting objects as well as counting by rote

WORKSHOP GUIDE

DESIRED OUTCOMES



RESOURCE MATERIALS

Not included in the copy received by ERIC.

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